

El Rancho Unified School District

Grade: 6 Selection: <i>Where the Red Fern Grows</i> Literary Genre: Realistic Fiction				Unit I- HM Theme 1: Courageous Characters Theme Concept: Determination Essential Question: How are acts of courage revealed in writing?
Type of Text				Common Core Standards
<input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text				RL.6.1-7; RL 6.9; W6.1a; W6.4; W.6.5; W.6.9; SL.6.1 a, c, d; L6.2 a, b; L6.3 a, b; L 6.4 a, c, d <i>*See Common Core State Standards and Long-term Learning Targets (LOL)</i> Resources: HM: “The Great Depression” p 244 & 245 HM: “Puppy Love” p 268-271 Holt Grammar Workbook , or English Workshop Introductory Course ISBN 0-03-097173-X
Selection Writing				
<input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/ Argumentative <input type="checkbox"/> Informative/ Explanatory				
Academic Vocabulary				
Tier 1 (Standard specific vocabulary)		Tier 2 (Content specific vocabulary)		Essential Skills (*LOL)
Realistic Fiction Theme Conflict Determination Survival Plot Point of View Opinion Figurative Language Literary Present Exposition Great Depression	Connotation Summary Protagonist Narrative Analyze Tone Setting Judgment Evidence Inference Explicit/Implicit Making Generalizations	Freight door Muster Cheap Coon riffle tassel stationmaster bolts bottom horehound spread-eagles mob adoration	kennels urgency outfit routine provisions sorghum google-eyed hillbilly heft depot determination wares hides	<i>* See Common Core State Standards and Long-term Learning Targets</i> <i>* Close Reading (Direct Instruction-found in HM file)</i> <i>* Create a Plot-Hill Summary using the graphic organizer</i> <i>* Write the universal message</i> <i>* Write a thesis statement based on the theme</i>
Text-Dependent Questions (DOK 1-3)				
DOK Level	Questions			Page #

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2	Using the synopsis at the top of page 247, describe (exposition): plot, setting, and protagonist, and predict how Billy will obtain his dogs in the midst of the economic crises of the Great Depression in 1930.	247
3	What is the author's point of view, and how does it affect the tone of the story?	247
2	Identify and summarize the major events that lead to Billy's understanding of how patience and determination can help him achieve his goal.	248 & 249
3	From the author's perspective, how does Billy change as a result of this discovery? (hard work & determination)	249
2	Use context clues to determine the meaning of the phrase <i>It was too much for my grandfather</i> .	251
2	Describe how the author's use of the figurative language phrase <i>thick as flies around a sorghum mill</i> affect the tone and the setting of the text. (dialect & simile)	258
3	Now that Billy has earned enough money to purchase the pups, develop a logical argument as to why Billy should or should not travel to Tahlequah by himself to get his pups. Cite evidence from the text.	254 & 255
4	The author employs specific generalizations in the story; identify one on pg 257 and analyze how this contributes to the credibility of the character. Prove your answer with evidence from the text.	257
3	What obstacles does he overcome, and how does he do it? Cite evidence from the text.	text
3	What does the protagonist learn about himself? Cite evidence from the text.	text
3 and 4	Is Billy's situation contrived or realistic? Cite evidence from the text to support your viewpoint.	text

Performance Tasks (DOK 4)

Students will write a response-to-literature paragraph describing the effects of the events on the evolution of the character in order to convey the author's message to the audience. Use examples from the text to support the analysis.

Hatchet and *Where the Red Fern Grows* both have the theme of courage. Compare and contrast the author's point of view in each, and the impact of each story on the audience. Develop a logical argument citing evidence from the text to support your position.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math

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Response to Literature Essay using theme analysis and plot/summary chart Optional: High Cluster Students: Read <i>Where the Red Fern</i> novel	Social Studies Ch 1 / Science Ch 1 geography and region.	
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging